

Interagency Academy

What is Interagency?

Interagency Academy is one unified alternative high school with eleven unique school sites designed to meet the diverse needs of our students. Each site is partnered with a social service agency or CBO that helps us serve a constantly growing population of students with incredible challenges in their lives.

Who attends Interagency?

Our student population changes every week as we add new students who are returning from: having dropped out due to:

- Pregnancy, homelessness, untreated mental illness, or other traumatic events;
- Having been expelled or long term suspended from comprehensive Seattle high schools for violent or drug-related offenses;
- Having returned from incarceration (either Juvenile Detention, JRA, or King County Jail); or
- Having not been supported adequately by the regular system for a variety of other reasons and are off-track to graduate.

Where is Interagency?

1. Orion Center - Located downtown and partnered with YouthCare
2. Youth Employment Program (YEP) - Located downtown and partnered with Seattle Youth Employment Program and the Mayor's Office University District Youth Center (UDYC) - Located across the street from University of Washington and partnered with UDYC (homeless youth drop-in center) and Catholic Community Services
3. Southwest at Youngstown (SW) - Located in West Seattle/Delridge and partnered with Youngstown Cultural Arts Center and Southwest Youth and Family Services
4. Southeast at Van Asselt (SE) -- Located on Beacon Ave., brand new program with emerging partnerships with the Austin Foundation and Skagit CC
5. Alder Academy -- Central District and partnered with King County Juvenile Corrections
6. Opportunity Skyway Air Academy (OSA) -- Located on the King County International Airport in an airplane hangar, partnered with King County International Airport
7. University District Youth Center (UDYC) -- Located across the street from University of Washington and partnered with Catholic Community Services and UDYC (a homeless youth drop in center)
8. YouthCare North Campus (YCNC) -- Located in North Seattle and partnered with YouthCare's Bridge Program
9. Metrocenter YMCA -- Located downtown and partnered with the YMCA and Seattle Youth Violence Prevention Initiative
10. King County Juvenile Detention School -- Located in the Central District and partnered with KC Juvenile Corrections
11. King County Jail School -- Located downtown at the adult jail and partnered with KC Adult Corrections

How We're Different

- Interagency does not turn students away, regardless of what has happened before they have come to us.
- We strive to find creative, student-centered solutions to every problem that comes our way.
- We view what many see as insurmountable barriers as challenges that we will overcome with our students.

Enrolling at Interagency

- We run a 5-day intake process every week to enroll new students.
- Intake begins every Monday for a group of 20-30 new students. By Friday, students leave with a complete individual learning plan and a school site assignment.
- Intake includes academic assessment (MAP for reading and math and an on-demand writing assessment), credit/transcript analysis, personal interviews designed to identify barriers to success, college and career goal setting, and much personal reflection.

Who are Interagency's 9th graders?

- 49 girls
- 56 boys
- Average age = 16
- 70 started in Sept.
- 33 started in Oct.
- 11 in Nov. (so far)
- 99% FRL eligible
- Mobility is 252%

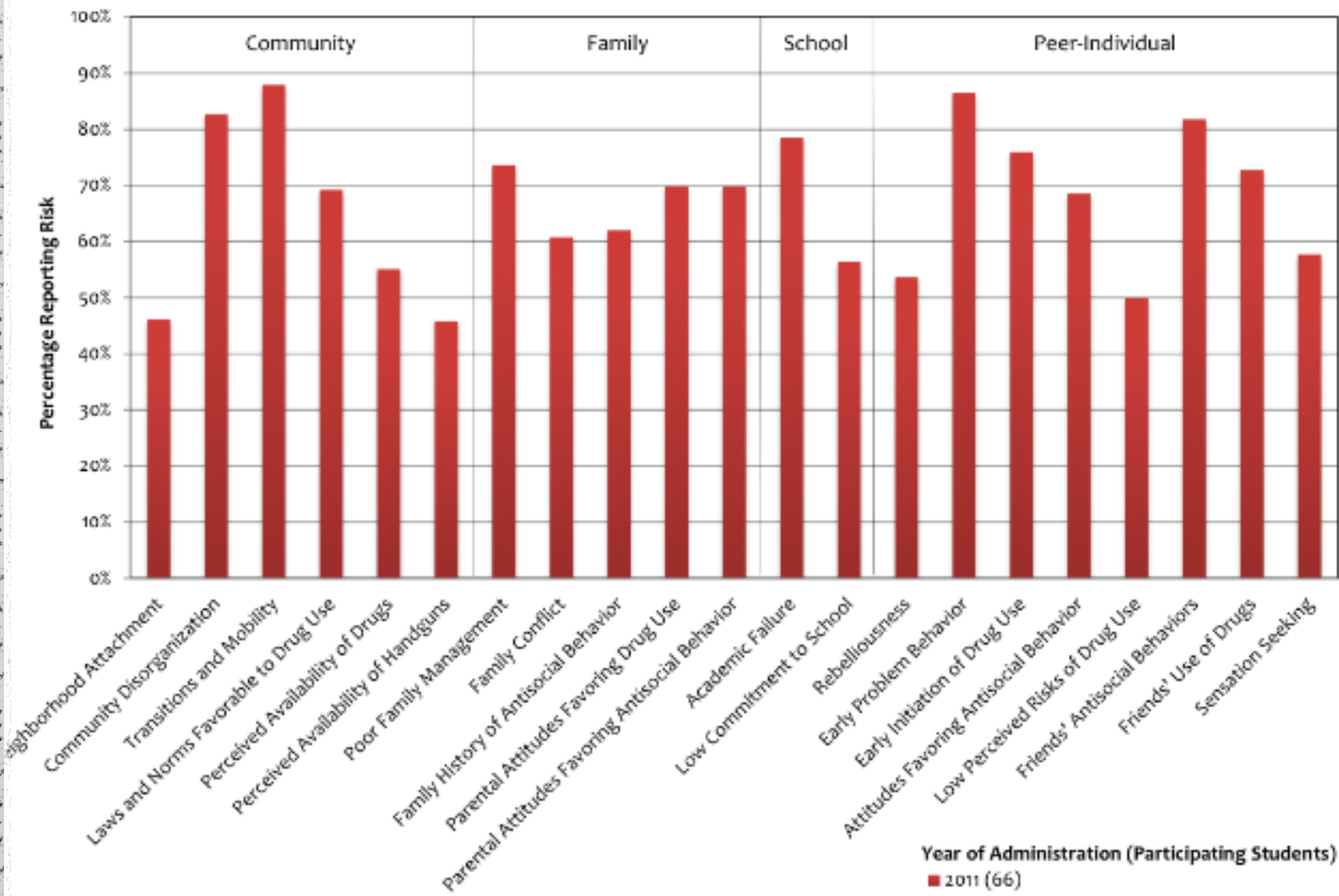
Age	# of Students
14	3
15	38
16	36
17	14
18	8
19	4
20	1

Race of 9th Graders

Race	#	%	% in SPS
African American	43	41%	18%
Hispanic	23	22%	12%
American Indian	7	7%	1%
Asian	16	15%	18%
White	15	15%	43%

Risk Profile

9th & 10th Grades: 2011



FALL MAP Scores

	L1 far below grade level	L2 below grade level	L3 at grade level	L4 above grade level
Math	52% 43 students	37% 31 students	8% 7 students	2% 2 students
Reading	24% 21 students	58% 51 students	13% 11 students	6% 5 students

How is the Families and Education Levy helping?

- Our achievement data shows that when our students come to school regularly, they achieve in all tested areas and earn credits toward graduation.
- Our attendance data shows that we have a tremendous problem with truancy.
- Our belief is that truancy is more than simply absences from school - it is a symptom of a much greater problem.
- If we are to be successful at reconnecting students to school, we must get to the root of the problem behind the non-attendance.

Three Part Approach

- Build powerful 9th Grade Accelerator Advisory giving each student an adult staff member who is closely monitoring and supporting him or her in achieving goals
 - Accelerator Advisor at every site
- Connect kids to essential services that remove barriers related to basic needs
 - 2 Care Coordinators
- Create an immediate connection to life after high school for every student
 - 2 High School to Life Specialists

ACCELERATOR UPDATE - 10/29-11/1 (Revised)

Site: SW

Advisor: Bona Lee

Advisee	Attended ____/____ days (total enrolled days this year)	Passing ____/____ classes (not counting American Academy)	On track in ____/ ____ American Academy classes
D [REDACTED]	31/41	2 /3	0/3
D [REDACTED]	33/41	3 /3	0/2
K [REDACTED]	34.5 /41	3/3	2/2
M [REDACTED] [REDACTED]	24/40	3/4	0/2
T [REDACTED]	31/41	2/3	0/2
M [REDACTED] [REDACTED]	16/41	0/3	0/1
H [REDACTED] [REDACTED]	11/41	0/3	0/1
A [REDACTED]	25 /41	1/4	0/2
TOTALS 12	Total students with at least 80% attendance: 3/_12	Total students who are passing all classes: 4/12	Total students who are on track to earn credits on pace: 2 /_12
STUDENTS OF FOCUS FOR NEXT WEEK	M [REDACTED] transferred A [REDACTED] a meeting w/ mom was set twice this week; mom rescheduled both times. Student was at school all week! D [REDACTED] in/ out of hospital to treat the infection on leg.	H [REDACTED] (same as last week) student is refusing to come to school. Has stopped responding to texts and answering calls. Has been telling dad she's been coming to school. Has issues w students at school...	C [REDACTED] is pregnant and due soon. She is dealing w/ pregnancy issues along w/ school. M [REDACTED] Been sick. Contacted via cell- gave her assignment to do at home Alt [REDACTED] - on EM. Never showed up to school on Monday.

9th Grade Success Accelerators – Intervention Plan Notes

Student: _____

Site: SW

Advisor: Bona

Today's date: 10/25

Age: 17

Number of credits: 4.25

Class of: 2013

How long at this site: 2 mos.

Describe progress/current status:

Attendance: great - then ↓ to 40%

Teacher led classes: 0/3

American Academy classes: 0/3

Fridays: comes ; goes

Key issue getting in the way of progress:

Conflict w/ girls @ school early in year.

What's behind the issue?

What have you (or others) already tried? What happened?

Contacting P.O., Don't have parent #

Ideas?

1) Jason, P.O. – get him updated so he can involve mom and push Adrian

NOTES:

- ✓ GF was at site
- no longer (moved)
- Patrick cousin
- Terry Tackett is
(brother?)

Plan for next steps

What	Why	Who	When
- DaNell to meet w/ Adrian		DaNell	this week
- Bona call PD to set			

Interagency Academy - Monthly credit record

Name: [REDACTED] Date: 10/28 Number credits: 1.25

	Sep	Oct	Nov	Dec	Jan	Tot	Feb	Mar	Apr	May	Jun	Tot
Math	.1	.1										
LA	.1	.1										
Advisory	.1	.1										
World Civ I	.25											
Orientation	.25											
Earth Sys I		.25										
Total this month	.85	.55										
Total credits	2.1	2.65										

List online classes completed:

Orientation

World Civilizations Q1

Notes: ¹⁴⁶ Attendance generally has improved, but still tardy a lot. The process of moving, may help get him here earlier.

Interagency Academy - Monthly credit record

Name: M [REDACTED] Date: 10/28 Number credits: 2.00

	Sep	Oct	Nov	Dec	Jan	Tot	Feb	Mar	Apr	May	Jun	Tot
Math	.1	0										
LA	.1	.1										
Advisory	.1	.1										
Teen Q1	.25	^{Earth} .25 TEEN 4										
Teen Q3	.25	.25										
World Civ Q2	.25	^{World} .5										
LA (Extra)		0										
		^{US} .25										
Total this month	1.30	2.20										
Total credits	3.35	5.55										

List online classes completed:

Teen Living Q1

Teen Living Q2

World Civ. Q2

Earth Systems Q1-4

World Civ Q3+4

US Hist. Q1

Teen Liv Q4

How are we doing?

End of 1st Quarter Results...

Proposed Outcome or Indicator	Target	Q1 Results	Who?	Difference
% of 9th graders who meet individual credit targets. (Reference RFI table)	25%	42%	41/98	17%
% of 9th graders meeting or exceeding annual MAP growth goals in math.	44%			
% of students passing math courses S1.	55%	67%	66/98	12%
% of students passing language arts courses S1.	50%	66%	65/98	16%
% of students enrolled 20+ days in S1 with an attendance rate of 80%+.	35%	44%	43/98	9%

Indicators of Success

I COME FROM . . .

I come from the southend.

Holly, Willow, Brighton, Morgan and many more streets.

I come from broke down caddy's in drive ways.

Graffiti on walls, but yet nobody had nothing to say.

Tagged names and railways.

Busted windows, and mail crates.

Every first seemed to be, "Safe Day."

EBT and bills to be paid.

Checks cashed, new weave for the day.

I come from beer bottles and crack pipes.

Screams in the night, I always tried to keep my head on right.

~~POW POW POW~~

Another flag dropped, another man hit the ground.

Police sirens, and the hurt of nobody around.

Clueless of the game and how many tricks I hung around.

Thieves and wanna be's, so many clowns around.

But who did I really wanna be?

Why was everything left to me?

I didn't know who to believe.

But this is me, and what I come from.